Incorporating Indigenous Australian Content into Undergraduate Awards at CSU

A Guide to Requirements and Process
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Policy Context

Charles Sturt University endorsed the Indigenous Education Strategy (IES) in 2008. The IES and its 36 recommendations and 5 institutional Key performance Indicators, provide a comprehensive framework for a whole of institution approach to Indigenous education founded upon the principles of cultural competence, social justice and reconciliation, positioning CSU as the lead institution in the higher education sector in this regard.

In September 2008, Academic Senate endorsed a number of recommendations of the IES, including **Recommendation 15** that:

*Academic Senate implement policy requiring the incorporation of Indigenous Australian content as an assessable component of all CSU undergraduate programs...to be fully implemented by 2015.*

The incorporation of Indigenous Australian content into undergraduate awards at CSU is guided by a cultural competence pedagogical framework. This framework provides students with knowledge and understanding of Indigenous Australian cultures, histories and contemporary contexts, develops their self and professional critical reflexivity and equips graduates with discipline specific and culturally appropriate skills and strategies to prepare them for working effectively with Indigenous Australian clients and/or communities.

Indigenous Australian content incorporated into subjects and undergraduate courses offered by CSU require approval and classification by the Indigenous Board of Studies (IBS) which is a sub-committee of the University’s Curriculum, Learning and Teaching Committee.

Defining ‘Indigenous Australian Studies’ at CSU

There are four types or classifications of Indigenous Australian Studies at CSU. These are:

1. **Indigenous Australian Studies** - defined as that broad area of inquiry related to Indigenous Australian knowledges, cultures and heritages, histories and issues which impact upon or are of concern to Indigenous peoples and communities today, such as health, education, criminal justice, land rights and Native Title.

   ‘**Indigenous Australian Studies**’ does not cover profession specific studies such as Indigenous clinical health and mental health, Indigenous policing and Indigenous education in Australia.

   The IES recommends that where possible ‘**Indigenous Australian Studies**’ should be taught as a ‘stand-alone’ subject in the first year of a program to provide the
contextual foundation for integrated discipline-specific content throughout the course of study.

2. **Discipline-specific Indigenous Australian Studies** - defined as that area of inquiry in Indigenous Australian Studies which is specifically related to the theoretical and practical knowledge required for a professional discipline. ‘Discipline-specific Indigenous Australian Studies’ can be taught as ‘stand-alone’ subjects or via integration of relevant assessable Indigenous content throughout the program. *(A subject that is classified Discipline-specific Indigenous Australian Studies has Indigenous content in every topic/module of the subject).*

3. **Hybrid Indigenous Australian Studies** - defined as being a combination of ‘Indigenous Australian Studies’ and ‘Discipline-specific Indigenous Australian Studies’ *(which has Discipline-specific Indigenous Australian Studies content in every topic/module of the subject taught by the convening school).* ‘Hybrid Indigenous Australian Studies’ provides an effective strategy for the incorporation of Indigenous content into ‘crowded’ discipline-specific programs.

4. **Restricted Indigenous Australian Studies** - defined as those subjects in which enrolment is restricted to Indigenous Australian students.

5. Where do subjects that have some Indigenous Australian content sit? For example, 3 weeks of discipline-specific Indigenous Australian content and the other 9 weeks are discipline-specific with no Indigenous Australian content.

**Who is responsible for convening, teaching and developing Indigenous Studies at CSU?**

The IES specifies the following roles and responsibilities in relation to subject development, delivery and assessment and convenorship:

**Indigenous Australian Studies** - subject development, delivery, assessment and convenorship is the responsibility of the School of Indigenous Australian Studies (SIAS).

Indigenous academic staff employed within Faculties and Schools across CSU but not within the School of Indigenous Australian Studies may be assigned to teach Indigenous Australian studies with the approval of the Head of the School of Indigenous Australian Studies and relevant Executive Dean. In such cases responsibility for academic management of the non-CIS staff member teaching in the subject will remain with the School of Indigenous Australian Studies but the funding for the subject will be assigned to the School in which the staff member is employed to recognise the proportion of their teaching load contribution.

**Discipline-specific Indigenous Australian Studies** - subject development, delivery, assessment and convenorship is the responsibility of the relevant School, unless otherwise negotiated between the relevant Executive Dean and Head of the School of Indigenous Australian Studies.

It is expected that Faculties and Schools will employ Indigenous Academics in the professions to teach discipline-specific Indigenous Australian Studies wherever possible.
Hybrid Indigenous Australian Studies – The discipline School is responsible for subject convenorship and the development, delivery and assessment of the discipline-specific Indigenous Australian Studies component. The School of Indigenous Australian Studies has responsibility for the development, delivery and assessment of the Indigenous Australian Studies component. Hybrid subjects are team taught by academic staff from the Centre for Indigenous Studies and relevant Schools. The Relevant Head of School and Director of the Centre for Indigenous Studies will jointly oversee the teaching of the subject. Funding for the teaching of hybrid Indigenous Australian subjects will be assigned proportionally to the Centre/Schools based on teaching load contribution.

Cultural Competence: A Pedagogical Framework for Incorporating Indigenous Australian Content

Components of Indigenous Cultural Competence

The cultural competence pedagogical framework adopted at CSU provides a systematic and systemic approach to the incorporation of Indigenous Australian content into CSU undergraduate programs and the building of student cross-cultural competencies. This framework or model addresses three aspects or components considered essential for the development of cultural competence.

CSU policy requires that each of these components is incorporated and assessed within all onshore undergraduate courses.

Essential components for developing cultural competence

<table>
<thead>
<tr>
<th>Knowledge and Understandings</th>
<th>Attitudes</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop knowledge and understanding of Indigenous cultures, history(ies) and contemporary realities and perspectives.</td>
<td>Develop reflexivity through self-evaluation of the values, norms and beliefs which construct the dominant cultural matrix to allow for an experiential shift of perspective toward the ‘cultural other’ in order to understand and respect the cultures, perspectives and realities of others.</td>
<td>Enable cultural competence and affectivity of practice by developing discipline specific cross-cultural skills relative to Indigenous contexts.</td>
</tr>
</tbody>
</table>

(Nolan 2004, adapted from Tyler, 2002)

Incorporating the components into a pedagogical framework

The pedagogical matrix below incorporates the essential components of cultural competence into a framework from which individual disciplines and courses can develop discipline-specific content and strategies, which meet discipline-specific expectations whilst ensuring the development of the foundational knowledge,
It is highly recommended that students are provided with a ‘stand-alone’ Indigenous Australian Studies subject in the first year of their program within which they can develop knowledge and understanding of Indigenous Australian cultures, histories and contemporary issues and contexts. This provides the contextual framework upon which to build student knowledge and understanding of discipline specific Indigenous Australian content integrated throughout the remainder of their program.

However, it is acknowledged that this is not possible in all cases due to the nature of the curriculum and/or accreditation requirements. Therefore, the IES outlines three primary ways of meeting the pedagogical framework requirements:
Stand-alone subjects (Indigenous Australian Studies and Discipline specific Indigenous Australian Studies)

Integration of Cultural Competence components across the course (Hybrid Indigenous Australian Studies)

Combining a stand-alone foundation Indigenous Australian Studies subject with discipline specific content embedded across subsequent subjects within the course.

The table below identifies that the first four content areas (appearing in ascending order from bottom to top) can be incorporated into an Indigenous Studies stand-alone foundation subject. The fourth content area and aspects of the fifth and sixth can be integrated into other undergraduate subjects with the course and relevant post-graduate programs.

**Framework for incorporating and mapping Indigenous content in courses**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Incompetence</th>
<th>Knowledge</th>
<th>Awareness</th>
<th>Sensitivity</th>
<th>Competence</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. CC skills &amp; strategies specific to profession</td>
<td>Content for post graduate courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Critical investigation of professional practices</td>
<td></td>
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<td></td>
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<tr>
<td>4. General CC skills &amp; strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students’ own cultural values/attitudes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cultures, histories &amp; cont. Issues of Indigenous Australians</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General understanding of culture</td>
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</tr>
</tbody>
</table>

(Ranzijn, McConnochie and Nolan (2006))

**Meeting the requirements of the Framework: An example**

The curriculum of all undergraduate courses at CSU must incorporate and assess students on each of the three components essential for the development of cultural competence (knowledges and understandings, attitudes, skills). This can be achieved by incorporating (1) stand-alone Indigenous Australian Studies and Discipline specific Indigenous Australian Studies subjects, (2) integrating hybrid Indigenous Australian Studies subjects or (3) providing a foundation Indigenous Australian Studies subject followed by discipline specific material.
For example, in designing a course utilizing the third option, course designers could include IKC 101 Indigenous Cultures, Histories and Contemporary Realities or equivalent as the foundation subject as it addresses and assesses approximately two-thirds of the pedagogical model by providing students with knowledge and understanding of Indigenous Australian cultures, history and a range of contemporary issues whilst developing their ability to critically reflect on self and society. This subject, or its equivalent, provides the contextual knowledge necessary to successfully integrate your discipline specific content in authentic ways that develops the cultural competence of your students as future professionals.

Discipline specific knowledge and skill building can then be integrated as assessable components into second and third year through a variety of methods including case studies and critical professional reflection activities that build on this foundational knowledge.

**Examples of types of Indigenous Australian Studies**

**Stand-alone Indigenous Australian Studies:**

**IKC101 Indigenous Cultures, Histories and Contemporary Realities**  
(School of Indigenous Australian Studies, Faculty of Education)

IKC101 is designed to fulfil 2/3rds of the cultural competence pedagogical framework in a stand-alone subject format. It addresses the first two of the three essential components or elements of cultural competence: (1) knowledge and understanding and (2) attitudes (critical reflection on self). Courses utilising IKC101 as a core requirement of the program can meet the cultural competence pedagogical framework by incorporating assessable components of discipline specific Indigenous Australian Studies in relevant subjects within the course.

**IKC101 – Abstract:**
This subject provides students with knowledge and understanding of pre- and post-invasion Indigenous Australian cultures, including the continuity and change between past and present culture and the impact of historical policies and practices upon Indigenous Australian communities and families. This subject will assist students to identify social justice issues which are of concern to contemporary Indigenous Australians including: the International Human Rights framework, health, education, employment, native title and heritage protection, and criminal justice. This subject will introduce strategies and skills for working effectively within Indigenous Australian contexts or with Indigenous Australian colleagues.
**IKC101 Objectives:**
Upon successful completion of this subject, students should be able to:
- Explain the diversity of Indigenous Australian cultures both past and present;
- Describe post-colonisation policies and practices and their impact on Indigenous Australian communities and families;
- Identify Australia’s obligations under the United Nations human rights framework for the protection of Indigenous Australian Human Rights;
- Outline a range of contemporary issues which impact upon Indigenous Australian peoples and communities;
- Demonstrate professional communication skills when working with Indigenous Australian peoples and communities.

**IKC101 Syllabus**
The subject will cover the following topics:
- The Dreaming and Relationships to Country
- Kinship and Social Organisation
- Economic Organisation
- Invasion and the Colonial Frontier Period
- Protection and Segregation
- The Stolen Generations
- Indigenous Australian Peoples and Human Rights
- Aboriginal Health and Wellbeing
- Education and Employment
- Aboriginal People and the Criminal Justice System
- Native Title and Heritage Protection
- Strategies and Protocols for effective engagement with Indigenous Australian Peoples

**Integration of Cultural Competence components across the course (Hybrid Indigenous Australian Studies)**
The cultural competence pedagogical framework can also be met through the incorporation of hybrid subjects which contain elements of Indigenous Australian Studies and Discipline specific Indigenous Australian Studies. This requires course mapping to ensure that all the required content areas are covered within the course and that all aspects of the framework are assessed.
Examples of Hybrid Indigenous Australian Studies

1. PSY 114 Indigenous Australians and Psychology: An Introduction (Faculty of Arts)

PSY114 Abstract:
This subject provides students with foundational knowledge in Indigenous Australian Studies from which to build their discipline-specific understandings and skills and ability to work effectively in Indigenous contexts. It is constructed within a cultural competence pedagogical framework which enhances the development of student graduate attributes and prepares students for active citizenship and engagement in reconciliation and the achievement of social justice for Indigenous Australians. Students will be exposed to a body of information critiquing the meta-paradigm and methodologies of the discipline of psychology and its historical involvement with Indigenous Australians, and the implications of this for contemporary professional practice.

PSY114 Objectives:
Upon successful completion of this subject, students should:

• be able to demonstrate knowledge and understanding of the richness and diversity of pre- and post-invasion Indigenous Australian cultures and the continuity and change in aspects of cultures past and present;
• be able to demonstrate knowledge and understanding of the socio-economic and political policies, practices and ideological processes of colonisation and their impact upon the First Nation peoples and cultures of Australia;
• be able to demonstrate understanding of the trans-generational psychological impacts of colonisation on Indigenous peoples and cultures, including the forcible removal of Indigenous children from their families, within human rights and social justice frameworks;
• be able to demonstrate critical reflection on the self as an individual and professional, and upon the discipline, including its paradigms, assumptions, methodologies and history of interaction with Indigenous Australian peoples and communities;
• be able to demonstrate knowledge of Indigenous community protocols and the major issues and strategies relevant to working effectively in Indigenous contexts; and
• be able to demonstrate knowledge of Indigenous loss and grief models and methodologies be able to demonstrate reflection on the implications of the content covered in this subject for professional practice when working with people from diverse cultures.
**PSY114 Syllabus**

*The subject will cover the following topics:*

- Pre-invasion Indigenous Australian cultures, including an introduction to The Dreaming as worldview and law, kinship and social organisation, economic and totemic relations to land, and the relationship between these factors and identity and self-concept in collectivist cultures (CIS).
- The historical, socio-economic and political processes of colonisation including the physical and psychological impact of disease, violence and dispossession, segregation and protectionism, and forcible removal of children (CIS).
- Social justice and contemporary issues impacting upon or of concern to Indigenous Australians today, and the relationship between these factors and mental health and wellbeing (CIS).
- The contemporary psychological consequences of colonialism including trans-generational trauma, loss and grief, suicide and self-harm, psychosis, depression and anxiety disorders (CIS/Discipline).
- Indigenous grief and loss models and methodologies (Discipline).
- Deconstruction of the discipline of psychology and its role as an agent of colonialism (Discipline).
- Power and privilege, self- and professional reflexivity and implications for citizenship and professional practice (Discipline).
- Strategies and protocols for working effectively in Indigenous contexts and implications for professional practice (Discipline).
- Applying skills and knowledge to working effectively with people from diverse cultures in a multicultural society (Discipline).

1. **NRS 194 Indigenous Cultures, Health and Nursing (Faculty of Science)**

**NRS212 Abstract:**
This subject aims to develop an understanding of the cultures and historical background for the health and wellbeing of Indigenous Australian peoples living in Australia. This subject will focus on contemporary models of healthcare delivery and wellness. Students will be given the opportunity to explore their own journey to Indigenous Australian cultural competence and nursing behaviours. Consideration will be given to developing culturally competent health care behaviours that increase the capacity of nurse clinicians to work with Indigenous Australian peoples across the lifespan in various health care settings thus leading to a culturally responsive workforce of the future.

**NRS194 Objectives:**
Upon successful completion of this subject, students should:

- be able to apply Indigenous Australian cultural competence to nursing practice (aligns with Nursing and Midwifery Board of Australia National Competency Standards for the Registered Nurse: 2.1, 2.3, 2.4, 7.8, 9.2, 9.5);
- be able to reflect on the context of Indigenous health and nursing (NMBA 1.2, 2.1, 4.4, 9.2);
be able to reflect on and evaluate personal values and beliefs through their own culture and in respect to Indigenous Australian cultures (NMBA 1.3, 2.3, 4.4, 9.5);

be able to discuss Indigenous Australian cultures and historical backgrounds and examine legislation, policies and practices that have impacted on Indigenous Australian identity, cultures and health (NMBA 2.4, 9.3, 9.5), and

be able to articulate the relationship between historical, cultural, legislative, policy and practice factors, that affect the health and wellbeing of Indigenous Australians and their implications for nursing, health care provision and health systems responsiveness (NMBA 2.3, 2.4, 7.8, 9.3, 9.5).

NRS212 Syllabus
The subject will cover the following topics:

- Indigenous Australian Cultural Competence: Models and application of Indigenous Australian cultural competence to nursing practice.
- Indigenous Australian Culture and Histories: Pre-contact cultures, invasion, colonisation, dispossession, past policies, legislation and practices (inclusive of race and racism).
- Professional Nursing Skills in relation to nursing Indigenous Australians across the lifespan: Indigenous Australian cultural competence in relation to professional nursing skills (communication, reflection, respect, awareness, safety and partnerships).

**Discipline specific Indigenous Australian Studies (stand alone) subject**

Discipline specific Indigenous Australian Studies are stand-alone subjects that are designed to address in part or whole the third aspect of the cultural competence pedagogical framework (skills, critical reflection on the profession and the individual’s role as a professional). Discipline specific Indigenous Australian Studies extends or deepens student knowledge and understanding of Indigenous Australian matters as relevant to their discipline area.

**Example of a Discipline specific Indigenous Australian Studies subject:**

**JST 309 Indigenous Issues in Policing**

**JST309 Abstract:**
The subject provides a historical context to the policing of communities of Indigenous Australians. The subject focuses on a number of issues impacting on contemporary relations between police and Indigenous Australians, with a view to understanding relevant causal factors and identifying relevant responses. Attention will be paid to the historical relations between police and Indigenous Australians, and the role of government in structuring relations.
between Indigenous Australians and police. Current policing policies and initiatives will also be considered. Specific points of focus include the policing of Indigenous women, the criminalisation of Indigenous Australians, institutional and personal racism, and police culture and decision-making.

**JST309 Objectives:**
Upon successful completion of this subject, students should:
- be able to analyse the impact of colonisation on contemporary police/Indigenous Australian relations;
- be able to critique key contemporary debates about the policing of Indigenous Australian people;
- be able to evaluate current police policies which focus on Indigenous Australian people;
- be able to reflect and critically analyse the ways in which government responses to Indigenous Australian people affect the policing of those people;
- the ability to demonstrate reflexivity in one's own worldview and the world view of others, and link this to professional practice.

**JST309 Syllabus**
The subject will cover the following topics:
- The effect of colonisation on contemporary policing of Indigenous Australians.
- Institutional and personal racism.
- Over policing and zero tolerance in relation to Indigenous Australians.
- Worldview in relation to police culture and practice.
- Policing Indigenous women.
- Policing public space.
- Contemporary Indigenous initiatives in policing.
- Policing, Indigenous Australian people and the criminal justice system - police ethics and discretion.
- Contemporary Issues and the Royal Commission into Aboriginal Deaths in Custody.
- Violence in Indigenous communities - street disorder, riots and violence.
- Individual and collective rights in the liberal democracy.

**Incorporating Indigenous Australian Content across a Course**

Integration of Indigenous Australian content within a course requires course mapping to ensure that all aspects of the Cultural Competence Pedagogical Framework are met. The pedagogical framework requires that the following essential components of cultural competence are embedded and assessed within a course:

1. Knowledge of Indigenous Australian cultures, histories and contemporary issues (utilising IKC101 or hybrid subjects which combined cover this content across the course).
2. Critical reflexivity on self and profession.
4. Discipline specific skills for working effectively in Indigenous contexts.
Examples

The Bachelor of Education (K-12) – English Specialisation and the Bachelor of Education (Early Childhood and Primary) Renewed Course provide examples of how the essential elements of the cultural competence pedagogical framework can be mapped and met across a course.

Bachelor of Education (K-12) – English Specialisation

The Bachelor of Education (K-12) – English Specialisation has met the cultural competence pedagogical framework by incorporating the required Indigenous Australian content through inclusion of IKC101 *Indigenous Cultures, Histories and Contemporary Realities* as a core requirement, with discipline specific knowledges, skill building and critical professional reflexivity incorporated into relevant subjects across the course.
# Bachelor of Education (K-12) – English Specialisation

<table>
<thead>
<tr>
<th>Session</th>
<th>Professional Experience</th>
<th>Teaching &amp; Learning</th>
<th>English Specialisation</th>
<th>Primary Discipline-specific Curriculum and Primary Pedagogical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 30</td>
<td></td>
<td>LIT123 Children’s Literature: The Oral Tradition</td>
<td>EML211 English Curriculum: Pedagogies in the Early Years of Learning</td>
<td>EMR105. Health and Physical Education Studies OR; MTH100 Foundation Mathematics</td>
</tr>
<tr>
<td>1 60</td>
<td>EED115 Child Development – Foundation-Year 6</td>
<td>LIT221 Creative Writing</td>
<td></td>
<td>MTH110 The Discipline of Mathematics</td>
</tr>
<tr>
<td>1 90</td>
<td>EEB106 Community Cultural Education Program</td>
<td>LIT223 Children’s Literature: Fantasy &amp; Realism</td>
<td>EMR105 Health and Physical Education Studies</td>
<td>LIT101 Language &amp; Texts</td>
</tr>
<tr>
<td>2 30</td>
<td>IKC101 Indigenous Cultures, Histories and Contemporary Realities</td>
<td>LIT323 Australian Children’s Literature</td>
<td></td>
<td>EMA117 The Creative Arts: The creative process</td>
</tr>
<tr>
<td>2 60</td>
<td>EPT218 Student Learning &amp; Engagement</td>
<td>LIT107 English Literature 1</td>
<td></td>
<td>EMM210 Mathematics in the Primary Years</td>
</tr>
<tr>
<td>2 90</td>
<td></td>
<td>LIT214 Australian Literature</td>
<td></td>
<td>EME104 HSIE: People and the Past</td>
</tr>
<tr>
<td>3 30</td>
<td>EPT329 Working with the Community</td>
<td>LIT303 English Novel: Austen-Lawrence; or LIT301 Modernism</td>
<td>EML441 Curriculum Method 1: English</td>
<td></td>
</tr>
<tr>
<td>3 60</td>
<td>EED308 Adolescence &amp; Learning</td>
<td>EML442 Curriculum Method 2: English</td>
<td>EML306 English Curriculum: Pedagogies in the Primary Years</td>
<td></td>
</tr>
<tr>
<td>3 90</td>
<td>EPT330 Professional Knowledge &amp; Practice Teaching</td>
<td>EML207 PDHPE Curriculum and Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 30</td>
<td>ESS419 Principles of Inclusive Education</td>
<td>EML402 Literacy Strategies for Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 60</td>
<td>EPT436 Transition to the Teaching Profession</td>
<td>EEE314 Assessment &amp; Reporting</td>
<td>EMH205 People &amp; Places</td>
<td>EMM415 Inquiry into the Teaching of Mathematics</td>
</tr>
</tbody>
</table>

|  | | | | |
|  | | | | |

## Notes
- Courses marked with an asterisk (*) indicate core requirements.
- Courses in red indicate electives.
- Courses in blue indicate professional experience units.
- Courses in yellow indicate discipline-specific curriculum and primary pedagogical studies.
Bachelor of Education (Early Childhood and Primary)

For implementation in 2014. To be submitted for accreditation April 2014.

This course provides an exemplar on how to effectively utilise Smart Learning technology in the course mapping process. During the design of this course there was ongoing discussion with members of SIAS and the course team to ensure that the CSU Indigenous Strategy and the requirements of the cultural competence pedagogical framework was embedded in the structure and design of the course materials.

Course Commitments

The course commitments address the guidelines in the following ways:

| General background in Indigenous Issues | The course is committed to graduating early career professionals whose practice is respectful of all children, from birth through adolescence, as learner, knower, thinker, and actor, and celebrates the unique contribution each learner brings to the learning context. Their professional practice is couched in knowledge of children’s developmental, social and political position in society and a belief that children’s values, rights, cultural traditions and opinions must be respected.

The course is committed to promoting the principles of social justice and equity by demonstrating awareness of, and responsiveness to, the community contexts in which the graduates are located. |
| Critically examining the nature of the profession | The course is committed to graduating early career professionals who understand that the quality of teaching is defined by the scope, depth and quality of the learning by children. The course is designed to build a differentiated and developmentally respectful pedagogy that includes the skills, knowledge attitudes and dispositions in relation to human development, diversity, differentiation and cultural understanding required to enact a commitment to all learners.

The course is committed to graduating early career professionals whose practice is respectful of all children, from birth through adolescence, as learner, knower, thinker, and actor, and celebrates the unique contribution each learner brings to the learning context. Their professional practice is couched in knowledge of children’s developmental, social and political position in society and a belief that children’s values, rights, cultural traditions and opinions must be respected.

The course design reflects an engaged and recursive relationship with the professional community. |
| Professionally specific content | The course is committed to graduating early career professionals who have developed a schema for professional practice and learning. They can employ knowledge of content and curriculum, the profession and workplace, and the practice of others to reflect upon, inquire, interrogate, evaluate and adapt their schema to a range of learning contexts and needs. They understand the role of professional judgement, and have articulated a personal philosophy in the construction and enactment of their schema.

The course is committed to promoting the principles of social justice and equity by demonstrating awareness of, and responsiveness to, the community contexts in which the graduates are located. |
| Working with Indigenous people | The course design reflects an engaged and recursive relationship with the professional community. The course is committed to graduating early career teachers, who know, understand and are skilled in the use of cooperation and collaboration in teaching, learning, and professional engagement. |
| Exploring values and attitudes | The course is committed to graduating early career professionals who demonstrate excellence in their practice and as a result can exert an influence on the context in which they are situated. The course is committed to promoting the principles of social justice and equity by demonstrating awareness of, and responsiveness to, the community contexts in which the graduates are located. The course is committed to graduating early career teachers, who know, understand and are skilled in the use of cooperation and collaboration in teaching, learning, and professional engagement. |

**The Course Standards**

The course is designed against a set of integrated standards that have brought together a set of primary and secondary standards from external accreditation agencies and CSU internal requirements. These standards were developed collaboratively to create a foundation for course planning and structure, reflecting a unique set of standards reflective of the course while meeting more generic requirements for accreditation at CSU and external levels.

In particular the following standards address the elements of the cultural competence pedagogical framework across the course:

1.3 Demonstrate knowledge of culturally appropriate ways of working and teaching strategies that are responsive to, and value, the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1.4 Demonstrate broad knowledge and respectful understanding of the impact of culture, cultural identity, linguistic background, contemporary contexts and social issues on the education of students from Aboriginal and Torres Strait Islander backgrounds.

1.8 Know and understand issues of child health, wellbeing and safety that impact on learning and be able to identify strategies and policies to address these issues, working collaboratively with peers, parents/carers and community agencies to resolve them and developing teaching practices that ensure learner health and safety.

1.13 Demonstrate the ability to describe the impacts of diverse cultural mores on young people, and to identify when behaviour and learning are affected by cultural responses to loss, grief or traumatic events. Demonstrate the ability to respond to and address issues of racism, stereotyping and to identify what constitutes cultural safety for young people.

1.14 Plans and provides opportunities for children and young people to interact with a diverse range of people and to reflect on ways to communicate in culturally
appropriate ways. Teaches communication skills in a range of contexts and with a range of tools to provide broad experiences of differentiated communication approaches.

1.16 Understand the impact of historical processes (such as colonisation and dispossession, institutionalization, discrimination, and the Stolen Generations) on identity and mental health.

2. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages including the impact of historical processes (such as colonisation and dispossession, institutionalization, discrimination, and the Stolen Generations) on identity and mental health to promote reconciliation. Relate specific areas of the discipline and Indigenous content.

3.7 Describe a broad range of strategies for involving parents/carers in the educative process. Reports on student achievement, interpreting relevant data and communicating it to parents/carers to account for teaching actions and decisions. Demonstrates awareness of cultural contexts and perspectives in interactions with parents/carers; including those of Aboriginal and Torres Strait Islander families. Demonstrates leadership in engaging parents, and facilitating opportunities for involvement in the learning experiences in a classroom.

3.8 Know and understand alternative pedagogies and curriculum approaches, including employing group learning approaches that reflect diversity and cultural differences in group composition. Utilises current research and literature, and knowledge of diverse groups, to inform the choice of pedagogy or curriculum approach in the learning setting. Implements play-based approaches and real world tasks to engage students in challenging, creative learning activities.

3.10 Know and understand culture, diversity and inclusion within family and community contexts. Engage and advocate for children, families and parents in the education process, and utilise strategies in the learning environment that support students from diverse backgrounds. Provide relevant feedback to students that support their future learning and acknowledges the values within their cultural background.

4.1 Undertakes professional learning relevant to specific students to support the development of challenging learning goals, interprets student data and encourages students through effective use of feedback and communication strategies within the learning setting. Identify strategies to support student participation and engagement in classroom activities, identifying the differentiated needs of students from all levels of ability, diverse backgrounds and with specific learning needs, including those from Aboriginal and Torres Strait Islander backgrounds.

4.6 Able to guide the behaviour of learners, including those from diverse and Aboriginal and Torres Strait Islander backgrounds by planning and implementing challenging learning experiences that engage students across the full range of abilities. Able to manage classroom activity effectively, taking into account power relations and safety
needs of all students. Demonstrates the capacity to support student participation through the planning of age-appropriate learning experiences, the use of feedback to support student learning, and the effective communication of purpose and instruction while teaching.

5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. Design alternative assessments to ensure all students are able to participate in the assessment. Recognise the political and social influences on student success and design assessment that addresses issues and accounts for diversity and culturally different ways of working.

5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. Provide effective, culturally appropriate and informed feedback to students, utilising student data to inform communication and ensuring a connection to student participation and engagement in learning. Utilise feedback to encourage student participation, guide learners and support the management of challenging behaviour in culturally mindful ways.

5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. Prepare documentation of learning that records a student’s level of achievement against relevant curriculum frameworks, and outlines future directions for learning. Communicate and discuss relevant information with parents/carers, with sensitivity to cultural background and acknowledging power relationships. Lead professional discussion that informs colleagues of student learning needs.

6.3 Seek and apply constructive feedback from supervisors and teachers; professional networks and community connections, to improve teaching practices. Participate in professional conversations that explore personal values and assumptions, and develop understandings of cultural contexts and protocols to improve and enrich practice.

7.3 Access networks and broader communities to inform practice of current trends and research findings, and communicate professionally in a range of settings to make connections. Articulate the diversity of professional contexts and practices, internationally and locally, through engaging with a range of networks and professional bodies. Demonstrate leadership by enriching practice and learning settings through connections to broader communities and involving diverse groups in learning settings.

7.4 Understands the impact transition processes may have on student learning, wellbeing and engagement, and address this in culturally mindful and appropriate ways. Engage with colleagues, community groups and parents to understand issues of power, communication and cultural difference that impact on the continuity of student learning across periods of transition. Understand the relevance of curriculum frameworks in planning for and implementing processes to support effective transition in learning settings.
7.5 Engage with parents and caregivers, in culturally appropriate and sensitive ways, to actively include them in the educative process. Examine own values and assumptions, including those related to power relations, and develop skills in communicating appropriately and effectively with parents/carers and community groups from diverse backgrounds. Advocate for all children and families, and especially those with a multicultural, or Aboriginal or Torres Strait perspective, by developing connections between community groups and learners that support improved multicultural understanding and effective learning experiences.

8.1 Know and understand historical and comparative perspectives of early childhood and school education in Australia. Articulate the social and cultural influences that inform educational practice, including current social values and trends, legislation and policy; issues of sustainability and globalisation.

9.4 Know and understand advocacy and the role that an educator has in ensuring the needs of young children and young people are articulated and addressed. Able to present sound arguments for practice that ensure all children are valued and supported in their growth and learning, in political and community spheres. Able to interrogate and critique policy and process in order to ensure the needs of children from diverse backgrounds, and their families, are not compromised.

**Content**

Across the course structure specific subjects can be mapped into the framework as addressing the content areas:

<table>
<thead>
<tr>
<th>General Background in Indigenous Issues</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EKC101 (explicit)</td>
<td></td>
<td>EEB206 Pedagogies and Practice for Social Justice (explicit) EEL104 History and philosophy of Australian Education (integrated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically examining the nature of the profession</td>
<td>EEP113 Becoming a Teacher 1 (integrated)</td>
<td>EEB433 Educational Transitions (integrated)</td>
<td>EEP426 Becoming a Teacher 2 (integrated) EEB434 Early Childhood Leadership (integrated)</td>
<td></td>
</tr>
<tr>
<td>Professionally specific content</td>
<td></td>
<td>EEB206 Pedagogies and Practice for Social Justice (explicit)</td>
<td>EED307 Planning for Diverse learners (explicit) EED306 Diverse learners (integrated)</td>
<td></td>
</tr>
<tr>
<td>Working with Indigenous people</td>
<td></td>
<td>EEB206 Pedagogies and Practice for Social Justice (explicit)</td>
<td></td>
<td>EED407 Families, Communities and Early Childhood Services (integrated)</td>
</tr>
<tr>
<td>Exploring values and attitudes</td>
<td></td>
<td>EEB206 Pedagogies and Practice for Social Justice (explicit)</td>
<td></td>
<td>EEP426 Becoming a Teacher 2 (integrated) EEB434 Early Childhood Leadership (integrated)</td>
</tr>
</tbody>
</table>
Resources and Academic Support for Incorporating Indigenous Australian Content

The University has a comprehensive set of resources and support systems to assist and guide staff in the inclusion of Indigenous Australian content into courses and subjects at CSU.

Dr Barbara Hill is the Indigenous Curriculum and Pedagogy Coordinator in the Division of Student Learning. Dr Hill’s role includes the coordination (across the institution) of the inclusion of Indigenous curriculum and pedagogy in all CSU undergraduate onshore programs by 2015. This is supported by a mandated Academic Senate policy and is outlined in CSU’s Indigenous Education Strategy (IES).

The IES can be found here: http://www.csu.edu.au/__data/assets/pdf_file/0018/144414/csu-indigenous-education-strategy.pdf

Dr Hill works directly to the Acting PVC Student Learning, Associate Professor Marian Tulloch in the Division of Student Learning. Dr Hill also works very closely with the Head of School of the School of Indigenous Australian Studies. Dr Hill also works very closely with Sub and Associate Deans (Learning and Teaching) and other Associate Deans and Deans of the Faculties and with Course Directors. Dr Hill also works with Course teams and individual academics. Dr Hill also advises on Faculty funded projects that are producing original resources to support the learning and teaching around Indigenous Australian curriculum and pedagogy. Dr Hill, has responsibility for a digital collection that houses this collection of resources.

The Indigenous Education Strategy Collection has been created using Digital Object Management System (DOMS) to support staff in the implementation of the Indigenous Education Strategy. There are a wide range of resources available in this collection, including original items created by Charles Sturt University, and images taken during cultural emersion camps.

To learn more, explore the Collection Help subtopic in the collection.

If you have any further questions contact Barb Hill on (02) 6338 4873

The University has formulated a set of guidelines for the inclusion of Indigenous curriculum and pedagogy at CSU and these can be found here:
Additional Resources are provided in the *National Best Practice Framework for Indigenous Cultural competency in Australian Universities* which can be found on the Universities Australia website at [http://www.indigenousculturalcompetency.edu.au/index.html](http://www.indigenousculturalcompetency.edu.au/index.html)

The final report and recommendations on the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* is also a useful resource and can be accessed via the following link: [http://www.innovation.gov.au/TertiaryEducation/HigherEducation/ReviewofIHER/Pages/default.aspx](http://www.innovation.gov.au/TertiaryEducation/HigherEducation/ReviewofIHER/Pages/default.aspx)

**Terminology for Use in Indigenous Australian Studies**

The use of accurate and non-offensive language is essential in Indigenous Australian Studies. Using appropriate and accurate language is fundamental in ensuring the use of non-discriminatory language and developing positive relationships. It is a component of cultural competence and reflects cultural respect and good communication practice. The following is a guide to assist you in identifying terminology which is appropriate and terminology which must be avoided:
<table>
<thead>
<tr>
<th>Not appropriate</th>
<th></th>
<th>Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aborigine(s)</td>
<td>Although grammatically correct, the term ‘Aborigine(s)’ has negative connotations with many Aboriginal people and should be avoided.</td>
<td>The use of ‘Aboriginal person’ or ‘Aboriginal people’ should be used as an alternative to ‘Aborigine(s)’.</td>
</tr>
<tr>
<td>aboriginal people indigenous Australians</td>
<td>Never use a lowercase ‘a’ when referring to Aboriginal people or lowercase ‘i’ for Indigenous Australian. The words ‘aboriginal’ and ‘indigenous’ refer to indigenous peoples of the world generally and does not necessarily refer to the Indigenous peoples of Australia.</td>
<td>Always capitalise the ‘A’ in ‘Aboriginal’ as you would other names or titles like ‘Australian’, ‘Arabic’ or ‘Swedish’. Always capitalise the ‘I’ in ‘Indigenous’ when referring to Indigenous Australians.</td>
</tr>
<tr>
<td>Aborignals</td>
<td>Do not use ‘Aboriginal’ as a noun — it should only be used as an adjective. For example:</td>
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<tr>
<td></td>
<td>X The Government’s new strategy will support increased business with Aborignals.</td>
<td>✓ The Government’s new strategy will support increased business with Aboriginal people.</td>
</tr>
<tr>
<td>Ab’l, ATS, TSI</td>
<td>Never abbreviate the term Aboriginal or Torres Strait Islander as this is offensive.</td>
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<tr>
<td>‘Them’</td>
<td>Language such as this conveys an ‘us/them’ mentality and is divisive. Replace with more appropriate terms. For example:</td>
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<tr>
<td>‘Those people’</td>
<td>X involving them in policy making decisions...</td>
<td>✓ involving Aboriginal community members in policy making decisions...</td>
</tr>
<tr>
<td>‘You people’</td>
<td>X an invitation inviting those people to attend the meeting will be sent out...</td>
<td>✓ an invitation inviting members of the Aboriginal community to attend the meeting will be sent out...</td>
</tr>
<tr>
<td>Native</td>
<td>These terms are outdated and offensive and should not be used unless directly quoting (and referencing) the words of another author. They are legacies of the colonising era and form part of the scientific racism which underpinned policies such as the Protection Act and removal of Indigenous children from their families.</td>
<td></td>
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<tr>
<td>Mixed blood</td>
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<tr>
<td>Half-caste</td>
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<tr>
<td>Quarter-caste</td>
<td></td>
<td></td>
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<tr>
<td>Full-blood</td>
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<tr>
<td>Part-Aboriginal</td>
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<tr>
<td>blacks</td>
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<tr>
<td>coloured</td>
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<tr>
<td>primitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>savage</td>
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</tbody>
</table>
**Indigenous Board of Studies: Academic Governance of the Incorporation of Indigenous Australian Content**

As stated in the IES, it is vital to ensure cultural appropriateness and accountability of all Indigenous Australian content produced and taught by the University. Therefore CSU has established an Indigenous Board of Studies (IBS) as a sub-committee of the CLTC as an integrated governance mechanism. The IBS is unique in the Australian higher education sector. The IBS is chaired by the Head of the School of Indigenous Australian Studies and its membership comprises academics of the SIAS, two Indigenous Australian academic staff (or nominated delegate) from each of the Faculties, the Indigenous Curriculum and Pedagogy Coordinator, and the Faculty of Education Executive Officer. The IBS is responsible for monitoring the development and implementation of the Indigenous Australian content in undergraduate programs policy at CSU and is the approval and classification body for all Indigenous Australian content at CSU.


**Process for submitting subjects to the IBS**

All subjects with Indigenous Australian content must be submitted to the IBS for approval and classification. Applications to the IBS normally follow the following process:

1. New or revised subject profiles or course mapping documents are submitted to School Board for approval.
2. New or revised subject profiles approved by the relevant School Board and supporting documentation are submitted to for IBS for classification and approval.
3. The relevant Executive Dean and Course Director are notified of the IBS approval and classification or of IBS recommendations and requirements for amendment.
4. Following IBS approval the profiles are progressed to the relevant Faculty Courses Committee for approval.

**Process for documenting course compliance with the CSU Indigenous Cultural Competency Pedagogical Framework**

Course documentation that details, or maps, Indigenous Australian content should also be submitted to the IBS for confirmation that the course meets the requirements of the CSU Indigenous Cultural Competency Pedagogical Framework.

**What documents do the IBS require?**

The following documents and supporting information should be submitted:

- New or revised subject profile
- Details of assessment and teaching strategies
Information concerning how the subject fits within the course(s) served (for example, is the subject compulsory or an elective)
Course mapping documents (where relevant)

Double Funding

Subjects that have been approved and classified as *Indigenous Australian Studies*, *Hybrid Indigenous Australian Studies* or *Discipline specific Indigenous Australian Studies* by the IBS with compulsory assessment of the Indigenous Australian content are eligible for double funding under the Indigenous education Strategy (IES).